

Teacher(s): Johnson

Subject: Government

Week of: Feb 12 – 16, 2018

Week: 25

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	<b>Standard(s):</b> CG 3 Demonstrates the knowledge of the framing and structure of the United States Constitution a. Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- What is the Three-Fifths Compromise?  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Introduce new CG and the element for the day; assist as needed  <b>Work Session:</b> Guided Instruction ( <i>We do</i> )- Lecture/discussion of CG 3a Independent Learning ( <i>You do alone</i> )- Complete graphic organizer and hold for classwork turn in on Friday  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- Why did the northern and southern states have so many disagreements?  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Graphic Organizer</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Graphic organizer
	<b>Purpose:</b> To provide the students the opportunity to analyze the debates during the Constitutional Convention through discussion and creation of a graphic organizer			<b>Summative:</b>
Tues	<b>Standard(s):</b> CG 3 Demonstrates the knowledge of the framing and structure of the United States Constitution b. Analyze how the Constitution addresses the weaknesses of the Articles of Confederation	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Did everyone agree that the Articles of Confederation needed to be changed?  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Introduce new element; assist as needed  <b>Work Session:</b> Guided Instruction ( <i>We do</i> )- Lecture/discussion of CG 3b Collaborative Learning ( <i>You do together</i> )- in pairs, create individual multi-flow map listing the problems with Articles of Confederation as individual “causes”, the event as the Philadelphia Convention and the corrections under the Constitution as the “effects” and hold for classwork turn in on Friday  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- Did the Constitution really “give” rights to the states or did they already belong to the states?  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Multi-Flow Map</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Multi-Flow Map
	<b>Purpose:</b> To provide the students the opportunity to analyze the perceived weakness of the Articles of Confederation and how the Constitution dealt with those issues through discussion and creation of mind map (multi-flow) showing cause and effect			<b>Summative:</b>
Weds	<b>Standard(s):</b> CG 3 Demonstrates the knowledge of the framing and structure of the United States Constitution c. Explain the fundamental principles of the US Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, & popular sovereignty d. Explain the key ideas in the debate over ratification made by the Federalist and the Anti-Federalists	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Explain the cartoon on handout  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Introduce new elements; assist as needed  <b>Work Session:</b> Guided Instruction ( <i>We do</i> )- Lecture/discussion over CG 3cd  Independent Learning ( <i>You do alone</i> )- Create tree map listing what the Federalists and Anti-Federalist wanted or were against (feared) in the new Constitution and hold for classwork turn in on Friday  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- How does the president check the congress?  <b>Home Learning:</b> Study for Friday quiz	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Tree Map</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Tree Map
	<b>Purpose:</b> To provide the students an opportunity to explain principles and ideas associated with the Constitution through discussion and creation of a tree map showing concerns of both sides			<b>Summative:</b>

Thurs	<b>Standard(s):</b> <b>ELACC9-10RH4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. <b>ELACC9-10RH5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Sign in to Achieve 300 (Lab 216)  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1 <sup>st</sup> score and showing me that you have 5 dots indicating completion of the work  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Complete requirements of the reading assigned on Achieve 3000  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- Verify quiz grades and completion of the 5 areas  <b>Home Learning:</b> Study for CG 3 Quiz	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Achieve 3000</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Achieve results
	<b>Purpose:</b> To provide students with an opportunity to enhance their ability to read within a structured online environment.			<b>Summative:</b>
Fri	<b>Standard(s):</b> CG 3 Demonstrates the knowledge of the framing and structure of the United States Constitution	<b>Do Now:</b> Guided Instruction ( <i>We do</i> )- 10-minute quick study  <b>Opening:</b> Focused Instruction ( <i>I do</i> )- Review quiz procedures  <b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Complete CG 3 Quiz then turn in assigned classwork for grade  <b>Closing:</b> Guided Instruction ( <i>We do</i> )- Did increasing the amount of discussion improve your understanding of the ideas?  <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  CG 3 Quiz CG 3 Classwork
	<b>Purpose:</b> To provide the students with an opportunity to validate their understanding of the material presented on CG 3			<b>Summative:</b>